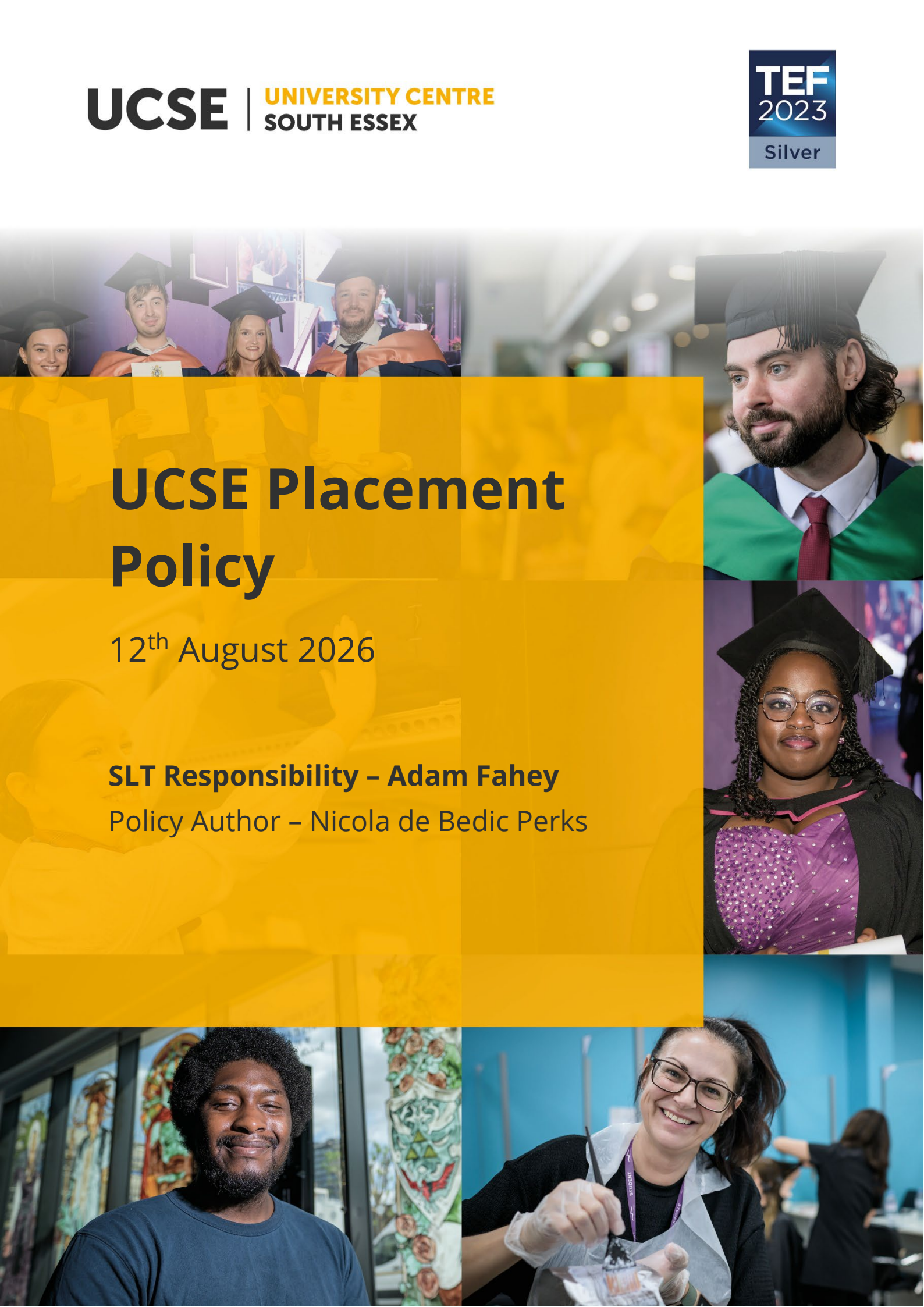




# UCSE Placement Policy

12<sup>th</sup> August 2026

**SLT Responsibility – Adam Fahey**

Policy Author – Nicola de Bedic Perks

## Significant Changes Following Review

| PAGE NUMBER OR HEADING NAME | DETAILS OF SIGNIFICANT CHANGE | CHANGES MADE BY |
|-----------------------------|-------------------------------|-----------------|
| New policy                  |                               |                 |
|                             |                               |                 |
|                             |                               |                 |

## Equality Impact Assessment

The aim of an equality impact assessment (EIA) is to consider the equality implications of any new or amended policy, procedure, practice, project, function on different groups of staff, students and visitors to the college. This EIA tool provides a simple framework that helps evaluate whether the change may inadvertently disadvantage protected characteristics and identify ways to proactively advance and promote equality.

You will need to consider each of the equations and provide information as to consideration and any changes made in relation to Equality, diversity and inclusion.

|                                                                                         |                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date EIA completed.</b>                                                              | 18-08-2026                                                                                                                                                                                                                                                                                                       |
| <b>Name of person responsible for completing the EIA</b>                                | Sharon Dunphy                                                                                                                                                                                                                                                                                                    |
| <b>Role of person responsible for completing the EIA</b>                                | Deputy Executive Director - HE and Quality Performance and Standards                                                                                                                                                                                                                                             |
| <b>Who is affected by the policy / decision / change?</b>                               | Students undertaking placements as part of taught courses or programmes validated by Pearson, The Open University, University of East Anglia and University Arts London at University Centre South Essex, including mandatory professional placements unless superseded by programme-specific PSRB requirements. |
| <b>What's the reason for the new policy / change in policy, practice, process etc.?</b> | The policy is to outline the principles, procedures, and responsibilities for the planning, management, and monitoring of student placements, and to ensure placements are safe, educationally valuable, and compliant with relevant regulatory and professional standards.                                      |

You will need to consider whether its possible that the proposed new policy / change in policy /procedure/practice etc could discriminate or unfairly discriminate or disadvantage people. You should consider:

|                                   |                                                                                        |
|-----------------------------------|----------------------------------------------------------------------------------------|
| <b>Who gets to participate?</b>   | Who does not, or who now does not due to the changes proposed / made.                  |
| <b>Who is at an advantage?</b>    | Who is at a disadvantage, and again has this changed?                                  |
| <b>Who will benefit?</b>          | Who will not benefit (or who did and now doesn't due to the changes proposed in policy |
| <b>Who can access the policy?</b> | Who cannot, or now cannot.                                                             |

| Protected Characteristic      | What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest) | What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?                                                                                                                                                                                    | What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.                                                  | Date by when and whom will this action be taken.                                                            |
|-------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Age                           | 2                                                                                          | Positive impact. The policy applies equally to all students regardless of age. Mature learners may have additional caring, employment or travel commitments which could affect placement opportunities.                                                                                                | Individual placement planning and flexible support arrangements where possible. Placement opportunities monitored to ensure fair access across age groups.                                                     | Ongoing. Practice Learning Team and Programme Leads.                                                        |
| Disability                    | 4                                                                                          | Positive impact. The policy explicitly states that reasonable adjustments will be identified where required and that no student should be disadvantaged due to protected characteristics. Potential barriers may arise where placement environments have physical, sensory or operational limitations. | Early disclosure and assessment of support needs. Liaison with placement providers to implement reasonable adjustments. Alternative placements considered where adjustments cannot reasonably be accommodated. | Before placement commencement and ongoing. Practice Learning Team, Programme Leads and Placement Providers. |
| Gender (Sex)                  | 1                                                                                          | Neutral impact. The policy applies equally to all genders. Some placement settings may have gender-specific workforce demographics, but access is not restricted by the policy.                                                                                                                        | Monitor placement allocation processes and student feedback to ensure equitable treatment and opportunities.                                                                                                   | Ongoing. Practice Learning Team.                                                                            |
| Gender Reassignment           | 2                                                                                          | Positive impact. The policy promotes an inclusive learning environment. Potential barriers could arise if placement providers lack awareness of trans inclusion.                                                                                                                                       | Ensure students are supported confidentially and placement providers are expected to comply with Equality Act requirements and institutional expectations. Escalate concerns where discrimination occurs.      | Ongoing. Practice Learning Team and Programme Leads.                                                        |
| Marriage or Civil Partnership | 1                                                                                          | Neutral impact. The policy has no differential impact based on marital or civil partnership status. Potential challenges may relate to                                                                                                                                                                 | Apply placement processes consistently and consider individual circumstances where appropriate.                                                                                                                | Ongoing. Practice Learning Team.                                                                            |

| Protected Characteristic                       | What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest) | What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?                                                                                                                               | What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.                                | Date by when and whom will this action be taken.                                                |
|------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|                                                |                                                                                            | balancing placement commitments with family responsibilities.                                                                                                                                                                                     |                                                                                                                                                                                              |                                                                                                 |
| Pregnancy / Maternity                          | 4                                                                                          | Positive impact. The policy supports reasonable adjustments and safe placement arrangements. Potential barriers may arise from placement activities, travel requirements or health and safety considerations during pregnancy or maternity leave. | Individual risk assessments undertaken. Reasonable adjustments, alternative placement arrangements, deferred placement opportunities or interruptions of study considered where appropriate. | Prior to and during placement. Practice Learning Team, Programme Leads and Placement Providers. |
| Race                                           | 2                                                                                          | Positive impact. The policy supports equality and inclusion for all students. Potential barriers may arise if students experience discrimination, cultural exclusion or bias within placement settings.                                           | Monitor feedback and complaints. Work with placement providers to address concerns promptly and ensure inclusive practice.                                                                   | Ongoing. Practice Learning Team and Placement Providers.                                        |
| Religion or Religious Belief                   | 2                                                                                          | Positive impact. The policy applies equally to all faiths and beliefs. Barriers could arise regarding working patterns, dress requirements, prayer arrangements or religious observance.                                                          | Encourage placement providers to accommodate religious requirements where reasonably practicable and discuss needs during placement planning.                                                | Prior to placement and ongoing. Practice Learning Team and Placement Providers.                 |
| Sexual Orientation                             | 2                                                                                          | Positive impact. The policy promotes a safe and inclusive environment. Potential barriers may occur where students experience prejudice or exclusion in placement settings.                                                                       | Concerns will be addressed through established reporting procedures, provider communication and safeguarding processes where necessary.                                                      | Ongoing. Practice Learning Team and Placement Providers.                                        |
| Any other element that needs to be considered. | 3                                                                                          | Students from lower socio-economic backgrounds, carers, those with caring responsibilities, those living remotely, or students with wellbeing needs may                                                                                           | Consider placement location, travel implications and support mechanisms wherever possible. Signpost students to                                                                              | Ongoing. Practice Learning Team, Student Support                                                |

| Protected Characteristic | What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest) | What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers? | What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified. | Date by when and whom will this action be taken. |
|--------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
|                          |                                                                                            | experience financial, travel or accessibility barriers to placement participation.                                  | available financial, wellbeing and academic support services.                                                                                                 | Services and Programme Leads.                    |
|                          |                                                                                            |                                                                                                                     |                                                                                                                                                               |                                                  |

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### APPENDIX 1

## **1. INTRODUCTION AND PURPOSE**

1.1 University Centre South Essex (UCSE) believes that placement/practice learning enhances student employability, professional competence and academic achievement.

1.2 This policy outlines the principles, procedures, and responsibilities for the planning, management, and monitoring of student placements. It ensures placements are safe, educationally valuable, and compliant with relevant regulatory and professional standards.

1.3 The policy is informed by the Quality Assurance Agency's (QAA) [UK Quality Code for Higher Education](#) with the supporting advice and guidance on Work-based learning being particularly relevant.

## **2. SCOPE**

2.1 This policy applies to all students undertaking a placement as part of a taught course or program validated by Pearson, University of East Anglia and University Arts London, at University Centre South Essex including mandatory professional placements unless superseded by programme-specific PSRB requirements. For programmes validated by The Open University please refer to the relevant policy which can be found under [HE Policies, Procedures and Downloads | South Essex Colleges Group](#).

2.2 This policy does not cover part-time, term-time or vacation work arranged by students that is not a planned part of the programme or which does not contribute to the programme's learning outcomes.

## **3. DEFINITIONS**

- **Placement:** A structured period of learning in a professional, clinical, or work-based setting, which contributes to course outcomes.
- **Placement Provider:** The external organisation hosting the student.
- **Placement Supervisor/Mentor:** A designated individual at the provider responsible for supporting and assessing the student.
- **University Placement Tutor/Link:** The academic or administrative staff member responsible for liaising with the provider and student.
- **PSRB:** Professional, Statutory and Regulatory Bodies

#### 4. RELATED COLLEGE POLICIES AND PROCEDURES

- UCSE Student Terms and Conditions
- UCSE Attendance and Engagement Policy and Procedure
- UCSE Fitness to Practice Policy and Procedure
- UCSE Fitness to Study Policy and Procedure
- Safeguarding Policy and Procedure
- Health and Safety Policy
- Equality, Diversity and Inclusion Policy

#### 5. GENERAL PRINCIPLES

5.1 UCSE is committed to ensuring that:

- All placements provide a safe, inclusive, and supportive learning environment
- Placement learning is aligned with programme learning outcomes and PSRB requirements
- Roles and responsibilities of UCSE, the Placement Provider, and the student are clearly defined in advance
- Placement arrangements are approved, monitored, and reviewed to maintain quality and appropriateness

- Concerns arising during placements are managed promptly, fairly, and in accordance with University procedures
- No student is disadvantaged in accessing or completing a placement due to protected characteristics

## **6. PLACEMENT RESPONSIBILITIES**

### **6.1 University Responsibilities**

UCSE will:

- Approve and quality assure placement opportunities
- Ensure appropriate oversight and student support before, during, and after placement
- Ensure assessment arrangements are clear and fair where placement learning is assessed
- Comply with equality legislation and make reasonable adjustments where required
- Refer concerns to relevant University procedures (e.g. Cause for Concern, Fitness to Practice)
- Maintain appropriate records of placement approval, risk assessment, and monitoring in line with institutional and regulatory requirements

### **6.2 Placement Provider Responsibilities**

Placement Providers are expected to:

- Provide a safe and suitable learning environment
- Assign an appropriately qualified supervisor or mentor
- Comply with legal, safeguarding, and regulatory requirements
- Hold appropriate public and employer's liability insurance relevant to the placement activity
- Raise concerns about student performance, conduct, or wellbeing promptly

### 6.3 Student Responsibilities

Students must:

- Act professionally and comply with University and placement provider codes of conduct
- Attend placement as required and engage fully in learning opportunities
- Raise concerns or incidents promptly
- Comply with data protection legislation, confidentiality requirements and placement provider information governance procedures

## **7. POLICY REVIEW**

7.1 This policy will be reviewed annually or in response to significant changes in legislation, regulation, or institutional policy.

## PLACEMENT PROCEDURE

***Note: These procedures operationalise the Policy but do not replace programme-specific guidance or PSRB requirements***

### 1 ORGANISING A PLACEMENT

1.1 Placements may be organised by the University or by the student.

1.2 Where a placement provider is newly engaged or a new placement opportunity is established, UCSE will ensure:

- The placement supports intended learning outcomes
- The learning environment complies with relevant legal and health and safety requirements
- The role of the provider in supervision and assessment (if applicable) is clearly defined
- PSRB guidance is followed for professional placements
- A nominated member of staff at the placement provider has line manager/supervisor responsibility for the placement student to ensure the student is supported throughout the placement. The placement is compatible with any guidance provided by the relevant Professional, Statutory or Regulatory Body.

### 2. PLACEMENT APPROVAL

- All placements must be reviewed and approved as suitable before the student commences placement
- Approval is confirmed by the relevant Programme Lead
- No student may begin placement until approval is granted

Records of placement approval, risk assessments and supporting documentation will be retained by the Practice Learning Team in accordance with UCSE record retention requirements.

### **3. RISK ASSESSMENT AND COMPLIANCE**

3.1 All placements are subject to an appropriate risk assessment prior to the student commencing placement. The level and complexity of the risk assessment will be proportionate to the nature of the placement setting and the activities to be undertaken.

3.2 UCSE will ensure that placement risk assessments consider health and safety, safeguarding, and any placement-specific risks, and that reasonable adjustments are identified where required.

3.3 For clinical, professional, or other high-risk placement settings, UCSE will confirm that the placement provider:

- Holds appropriate employer's and public liability insurance relevant to the placement activities;
- Complies with relevant health and safety legislation and sector-specific regulatory requirements.

Students are not required to obtain individual indemnity insurance unless explicitly stated in programme documentation or required by a Professional, Statutory or Regulatory Body (PSRB).

3.4 Where required, occupational health clearance, DBS checks, or other safeguards must be completed prior to placement attendance.

3.5 UCSE reserves the right to withdraw approval for a placement where concerns arise regarding health and safety, safeguarding, quality of learning opportunities or regulatory compliance.

3.6 Programme-specific Practice Learning Handbooks or placement guidance will be made available to students, placement providers, and relevant University staff.

#### **4. MONITORING DURING PLACEMENT**

4.1 Students must log all placement hours on a weekly basis via our electronic placement tracking database.

4.2 Placement hours must be verified by the placement supervisor or nominated representative before being accepted as completed

4.3 It is the student's responsibility to ensure all relevant paperwork is completed throughout the duration of the placement.

4.3 UCSE will monitor placement quality through:

- Student feedback
- Provider feedback
- Staff review and liaison

4.4 Placement quality may also be monitored through placement visits, observations, placement audits and annual programme monitoring processes where appropriate.

#### **5. CAUSE FOR CONCERN DURING PLACEMENT**

5.1 Any significant incidents, accidents, safeguarding concerns, or health and safety issues arising during placement must be reported promptly and managed in accordance with relevant UCSE policies and procedures.

5.2 Concerns will be managed in line with the appropriate University procedure, which may include Fitness to Practice, Fitness to Study, Safeguarding, or Health and Safety policies.

5.3 Where concerns present a risk to students, service users, patients, clients or others, UCSE may temporarily suspend a student from placement pending investigation under the relevant policy or procedure.

5.4 Placement providers may request the removal of a student from placement where professional conduct, attendance, safeguarding or safety concerns arise.

## **6 COMPLETION OF PLACEMENT**

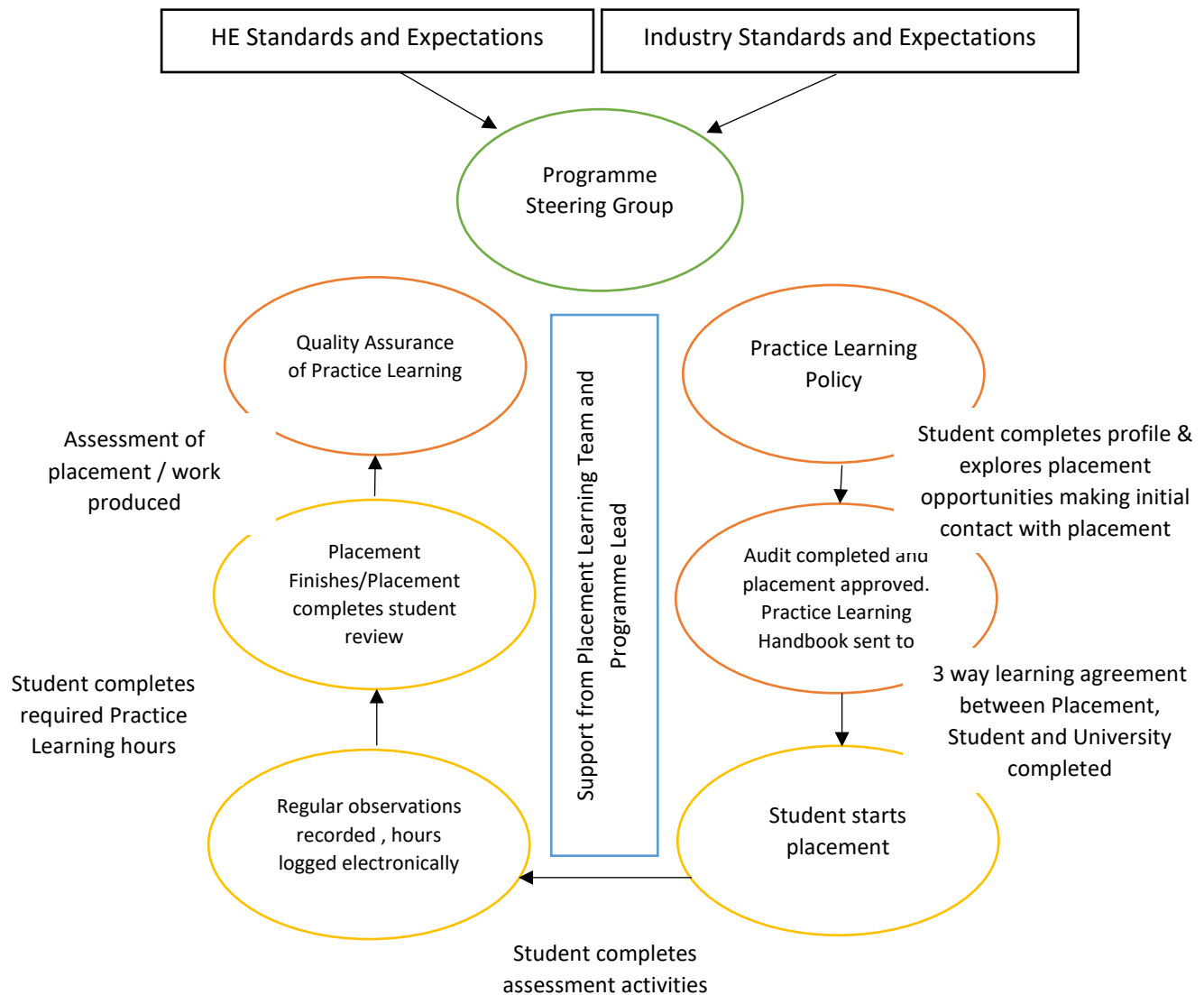
6.1 On completion of a placement, students must ensure that all required placement activities, documentation, and assessments are completed in accordance with programme and University requirements.

6.2 UCSE will confirm that placement hours, competencies, and learning outcomes have been evidenced and verified as appropriate.

6.3 The Practice Learning team will gather feedback from students and placement providers to inform quality assurance and continuous improvement of placement provision.

6.4 Where a placement is not completed as planned, UCSE will determine an appropriate outcome, which may include an alternative placement opportunity, retrieval activity or interruption of studies in accordance with programme requirements.

**APPENDIX ONE – Placement process**



|                                         |                                   |
|-----------------------------------------|-----------------------------------|
| <b>Senior Leadership Responsibility</b> | Adam Fahey                        |
| <b>Policy Author</b>                    | Nicola de Bedic Perks             |
| <b>Roles Responsible for Reviewing</b>  | HE Practice Learning Co-ordinator |
| <b>Issue date of current version</b>    | August 2026                       |
| <b>Date to be reviewed</b>              | August 2027                       |
| <b>Type of Policy</b>                   | Public / Internal                 |

